

**GRAMMATICAL COHESION IN STUDENTS' NARRATIVE  
TEXT AT THE THIRD SEMESTER OF ENGLISH EDUCATION  
STUDY PROGRAM OF STKIP PGRI BANDAR LAMPUNG IN  
THE ACADEMIC YEAR OF 2019/2020**

**A Thesis**

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

**BY**

**OCTA KHOLILAH AULIA  
NPM. 1211040164**

**Study Program: English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG  
2020**

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**Advisor : Dr. M. Muhassin, M. Hum**

**Co-Advisor : Nunun Indrasari, M. Pd**

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RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG  
2020**

**GRAMMATICAL COHESION IN STUDENTS' NARRATIVE TEXT**  
**A Study at Third Semester Students of English Education study program of**  
**STKIP PGRI Bandar Lampung**  
**in Academic Year 2019/2020**

**By**  
**Octa Kholilah Aulia**

**ABSTARCT**

In this research, the researcher discusses the use of grammatical cohesion device in students' writing in narrative text. The datum is collected from students at the third semester students of English education study program of STKIP PGRI Bandar Lampung in the academic year of 2019/2020. This research is aimed to know kinds of grammatical cohesion appeared in the text, and knowing the dominant grammatical cohesion devices are used.

The writer uses a qualitative method in this research. The data were in the form of sentences and were collected by note taking. The instrument was the researcher itself. The researcher uses Halliday and Hasan's theory of cohesion to find out the grammatical cohesion device utilized in the text, and then the writer counts the dominant grammatical cohesion devices which appear in the text.

The population of this research was students' writing narrative with 53 students' result and the sample of research was all of the sentences including grammatical cohesion. The result of this research shows the grammatical cohesion devices utilized in the text are reference, substitution and conjunction. The, dominant devices of grammatical cohesions are reference (72,64%), conjunction (18,81%), ellipsis (6,21%) and substitution (2,34%). Based on the findings, it could be concluded that the students' narrative writing analyzed in this research predominant use of reference than conjunction, substitution and ellipsis. In the context of language teaching, the findings suggested that teachers should be able to make sure of their knowledge about cohesion in selecting the texts as teaching materials.

**Keywords:** Discourse Analysis, Narrative Text, Grammatical Cohesion.

## DECLARATION

The researcher is a student with the following identity:

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Certify that this thesis is definitely on my own work. I am completely responsible for the content of this thesis; other people's opinions of findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, Oktober, 1<sup>st</sup> 2020

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## MOTTO

وَكُلُّ شَيْءٍ عِنْدَ رَبِّكَ بِحُسْبَانٍ ۝ ٥٣

Every matter, small and great, is a record.<sup>1</sup> (Al-Qamar: 53)

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<sup>1</sup> Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Maryland: Amana Publication, 2001), p. 1395

## **DEDICATION**

This thesis is dedicated to all people who always pray and give support in finishing this thesis for may success, they are:

1. My beloved daddy, Mr Sayyidien and My lovely mommy, Mrs Nursidayati
2. My only one brother, Muhammad Rezky Aditya Nurdin
3. My team, A class in English Education Department.
4. My almamater, UIN Raden Intan Lampung.
5. Anyone who uses my thesis as a reference.



## **CURRICULUM VITAE**

Octa Kholilah Aulia was born in October, 27<sup>th</sup> 1994 in Bandar Lampung. She lives in Teluk Betung Utara: Kupang Teba. She is called Octa, she is the first daughter of Sayyidien and Nursidayati. She also has one brother; Muhammad Rezky Aditya Nurdin.

Octa studied at the first time in kinder garden at 'Aisyiyah Bustanul Athfal and finished in 2000. Then she studied at Elementary School of SDN 1 Kupang Teba and finished in 2006. She continued in Junior High School of SMPN 18 Bandar Lampung and finished in 2009. Then, she continued her study in Senior High School of MAN 2 Tanjung Karang and finished in 2012; in 2012 she entered as female student of The State of Islamic University Raden Intan Lampung and took English education as her major.

During finishing her study, she has been teaching at the course in Bandar Lampung; Standard Gandhi English Course (SGEC).

## **ACKNOWLEDGEMENT**

Bismillahirrohmanirrohim,

Alhamdulillah, praise is to Allah SWT, the Most Merciful and Beneficent because of His guidance and blessing, so the researcher can finish this research as soon as possible. Peace is upon the most honorable prophet Muhammad SAW, with his family, all his disciples, and for those who follow them in goodness till the Day of Judgment.

The research entitled “Grammatical Cohesion in Students’ Narrative Text at the Third Semester of English Education Study Program of STKIP PGRI Bandar Lampung in the academic year of 2019/2020” is submitted as a compulsory fulfillment of the requirements for S-1 degree of English study program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. The researcher is fully aware that this research cannot be finished without other people’s help. Therefore, in this opportunity, the researcher wants to express her deepest gratitude to:

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In the end, the writer realizes that this thesis is still far from perfect; furthermore, critics and suggestions are welcome to make it better.

Bandar Lampung, Oktober 1<sup>st</sup> 2020

The writer,

Octa Kholilah Aulia

1211040164

## **TABLE OF CONTENTS**

<b>TITLE .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>DECLARATION .....</b>	<b>iii</b>
<b>MOTTO .....</b>	<b>iv</b>
<b>DEDICATION .....</b>	<b>v</b>
<b>CURRICULUM VITAE .....</b>	<b>vi</b>
<b>ACKNOWLEDGMENT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS .....</b>	<b>x</b>
<b>LIST OF TABLES .....</b>	<b>xiii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiv</b>

### **CHAPTER I INTRODUCTION**

A. Background of the Problem .....	1
B. Limitation of the Problem .....	9
C. Formulation of the Problem .....	9
D. Objectives and Uses of the Research .....	10
E. Scope of the Research .....	11

### **CHAPTER II REVIEW OF RELATED LITERATURE**

A. Discourse .....	12
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B. Discourse Analysis .....	13
C. Cohesion .....	14
1. Grammatical Cohesion .....	16
a. Reference .....	16
b. Substitution .....	22
c. Ellipsis .....	23
d. Conjunction .....	25
2. Lexical Cohesion .....	26
a. Reiteration .....	26
b. Collocation .....	27
D. Concept of Narrative Text .....	28
E. Grammatical Cohesion in Narrative Text .....	30

### **CHAPTER III RESEARCH METHODOLOGY**

A. Research Design .....	33
B. Research Subject .....	34
C. Data Collecting Technique .....	34
D. Research Procedure.....	35
E. Data Analysis .....	37

### **CHAPTER IV FINDING AND DISSCUSSION**

A. Finding .....	40
1. Grammatical cohesion .....	42
a. Reference .....	42
b. Substitution .....	43
c. Ellipsis .....	44
d. Conjunction .....	44
B. Discussion .....	45
1. Cohesion .....	45



2. Grammatical cohesion .....	45
a. Reference .....	46
1) Personal reference .....	46
2) Demonstrative reference .....	51
3) Comparative reference .....	53
b. Substitution .....	55
1) Nominal substitution .....	55
2) Verbal substitution .....	56
c. Ellipsis .....	56
1) Nominal ellipsis .....	57
d. Conjunction .....	57
1) Additive conjunction .....	58
2) Adversative conjunction .....	58
3) Causal conjunction .....	59
4) Temporal conjunction .....	60
 <b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	61
B. Suggestion .....	62
 <b>REFERENCES .....</b>	<b>63</b>
 <b>APPENDICES</b>	

## LIST OF TABLES

Table 2.1 Personal Reference .....	19
Table 2.2 Demonstrative Reference .....	20
Table 2.3 Comparative Reference .....	22
Table 3.1 The Number of Grammatical Cohesion in Reading Text .....	37
Table 4.1 Numbers of Occurrences and Percentages of Types of Grammatical Cohesions in Narrative Text .....	40
Table 4.2 Number of Occurrences and Percentages of Types of Reference in Narrative text .....	43
Table 4.3 Number of Occurrences and percentages of Types of Substitution in Narrative text .....	44
Table 4.4 Number of Occurrences and percentages of Types of conjunction in Narrative Text .....	44

## **LIST OF APPENDICES**

Appendix 1. The Syllabus

Appendix 2. Data Classification

Appendix 3. List of Respondent



# **A P P E N D - I C E S**

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

Language is a human inheritance that plays very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others.<sup>1</sup> It means that people express their ideas by language. Besides, Setiyadi states that language is a system for the expression of meaning and language is a set of grammatical rules and language consists of language chunk.<sup>2</sup> It means that it's difficult to do all activities without language. Therefore, the researcher thinks that language is important thing of human life since it helps someone to do relationships between ideas.

Languages are found among countries and English is one of the foreign languages that play an important role for the international relationship between English and non-English speaking countries. Harmer argues, English as a lingua franca. He adds it is a language widely adopted for communication between two speakers whose native language is different from each other's and where one or both speakers are using it as

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<sup>1</sup> Black in Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu), 2008, p.83

<sup>2</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu), 2006, p.12

a third language.<sup>3</sup> As Indonesian people, learning other language such as English is difficult. As known that, English is a foreign language in Indonesia, so, the Indonesian people are seldom to use it in daily life. Siahaan states that the world globalization gives the English language a very important for human's life.<sup>4</sup> It means that English is important learnt by everyone. It is international language and it has very important function for technology and commerce.

English is a foreign language for language learners in Indonesia. English is taught in school from junior high school until senior high school. The teaching of English is aimed to develop listening, speaking, reading and writing skills. Harmer states, the skill in English is divided into two types, receptive skills is a term used for reading and listening, while, productive skills is the term for speaking and writing.<sup>5</sup> In other words, to mastery English, there are four skills that should be developed, they are listening, speaking, reading and writing.

However, not only four skills that should be mastered by someone in learning English but also another elements that support language such as grammar, pronunciation,

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<sup>3</sup> Jeremy Harmer, *the Practice of English Language Teaching*, London: Longman, 2002, p.1

<sup>4</sup> Sanggam Siahaan, Op, Cit p. 56

<sup>5</sup> Jeremy Harmer, *the Practice of English Language Teaching*, (Malaysia: Pecarson Educated Limited), 2007, p. 265.

punctuation, spelling and vocabulary.<sup>6</sup> Those skills and components of language are related each other. As an example, when someone wants to convey his/her thought or his/her feeling by writing, he/she has to pay attention to not only the vocabulary and spelling, but also the grammar. It is because grammar is a rule to arrange the words into a good sentence. So we should also pay attention to grammar in writing the sentence in order to carry the meaning.

Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. According Richards and Renandya state that there is no doubt that writing is the most difficult skill for learners to master. The difficult lies not only in generating and organizing ideas, but also in translating these ideas into readable texts.<sup>7</sup> In line with these ideas, Brown states as follows, we also fully understand the difficult of learning to write “well” in any language, even in our own native language. Every educated child in developed countries learns the rudiments of writing in his or her native language, but

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<sup>6</sup> Jeremy Harmer, *How to Teach English*, (China: Pearson Educated Limited), 200, p, 60-61.

<sup>7</sup> Richards, J. C. and Renandya, W. A. (Eds). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press. 2002. Pg. 30

very view learn to express themselves clearly with logical, well developed organization that accomplishes an intended purpose.<sup>8</sup>

According to basic competence in the third semester students of English education study program, in learning writing, students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report text. To produce those writing products, especially monologs, students have to follows the writing steps. Seow states as follows, process writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting), and editing – and three stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post writing. The teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage.<sup>9</sup> In fact, most students hardly ever follow the writing stages in their writings.

A narrative text is one of the materials of the English teaching at school. Narrative text can be useful in running the reading class. It means that narrative text presented in kind of reading should be meaningful. A narrative text is made up of grammatical

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<sup>8</sup> Brown, Douglas. *Language Assessment: Principles and Classroom Practices*. New York: Longman.Com. 2004. Pg. 218

<sup>9</sup> Seow, A. The Writing Process and Process Writing in Richards, J. C. and Renandya, W. A (Eds). (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press. 2002. Pg 316

units (clauses, phrases, etc). The text is not just a collection of clauses. It is mentioned by Eggins, that to be text, there must be texture, created through patterns of cohesion.<sup>10</sup> It means that narrative text is created through patterns of cohesion

The reader may be separated from the writer by both time and geographical distance, thus the writer cannot assume a shared context or shared knowledge with the reader. Baker suggests that: “Cohesion is the network of the lexical, grammatical, and other relations or ties organize, and to some extent, create a text, for instance by requiring the reader to interpret words and expressions by reference to other words and expressions in the surrounding sentences and paragraphs.

Cohesion is surface relation, it connects together the actual words and expression that we can see or hear”.<sup>11</sup> The language used in narrative text must be comprehensible. In this case, narrative text should take note of the main function of language usage in writing the reading text. One of the language functions as mentioned by Halliday, it is textual function. It is needed to attain cohesion and coherence in arranging text, as a

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<sup>10</sup> Eggins, S. *An Introduction to Systemic Functional Linguistic*. London: Pinter Publishers, 1994, p.112

<sup>11</sup> Baker, M. In *Other Words: A Course Book on Translation*. London: Routledge, 1992, p.180



result, the reader or hearer is easy to understand the text.<sup>12</sup> It is hoped that narrative text serves a good cohesive ties.

According Nurin Nafisah in the title “A Study of Cohesion in Classification Essays by Students of English Study Program at Brawijaya University” that this research is about the analysis of grammatical and lexical cohesive devices used in classification essays made by the third semester students of English Study Program at Brawijaya University. This research is aimed to find out the types of grammatical and lexical cohesive devices used in classification essays, to find out frequency of grammatical and lexical cohesive devices used in the classification essays, and to investigate the reference units made in the classification essays.<sup>13</sup>

According Muhammad Fadhli Karim who the title is “Grammatical and Lexical Cohesion Analysis in Sport News Text on *The Jakarta Post*” in this research, the writer discuss the using of cohesion device in sport news text. The datum is collected from The Jakarta Post on March 2<sup>nd</sup> 2015. This research is aimed to know kinds of

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<sup>12</sup> Halliday, M.A.K. and Hasan, R. *Language, Context, and Text, Aspect of language in Social Semiotic Perspective*. Oxford: Oxford University Press, 1985, p. 23

<sup>13</sup> Nurin Nafisah. *A Study of Cohesion in Classification Essays by Students of English Study Program at Brawijaya University*. Study Program of English, Brawijaya University. Supervisor: Syariful Muttaqin; Co-Supervisor: Yana Shanty Manipuspika. 2014. P: 3

grammatical and lexical cohesion appear in news text, to know the dominant cohesion devices which are used, and to know the degree of cohesiveness.<sup>14</sup>

Based on the journals about cohesion in text paragraph, that in each of the text paragraph we can find that every text paragraph has grammatical cohesive if the text paragraph there's one sentence isn't cohesive we can't say that the text is cohesive, and their research investigates the reference units made in the classification and knows the degree of cohesiveness.

Based on the pre observation in STKIP PGRI Bandar Lampung on October, 1<sup>st</sup> 2018 the researcher conducted an interview with one of the English teacher there, Mr. Dr. Akhmad Sutiyono M. Pd, he said that the result of students' writing was good enough but in writing grammatical cohesion was not cohesive because when the students were writing some texts, there didn't consist of types of grammatical cohesion.

Besides conducting an interview with the teacher, the researcher also asked some students to make some sentence in narrative text and the result of the students' writing were, I found that there are three types of grammatical cohesion in the text. The first is reference. It consists of personal reference and demonstrative reference. It can be seen that personal reference dominates the text. The items of this type

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<sup>14</sup> Muhammad Fadhli Karim, *Grammatical and Lexical Cohesion Analysis in Sport News Text on The Jakarta Post*. Journal. Jakarta: English Letters Department, Adab and Humanities Faculty. State Islamic University Syarif Hidayatullah 2015. P: 2

comprises: I, he, she, her, my, etc. The clauses which realize personal reference are shown below:

<sup>1</sup> Ron Marton came to his office early this morning. <sup>2</sup> He went to work by car.

The pronoun *his* and *he* in the clauses point to Ron Marton. To find the referent for *his* and *he*, readers need to confirm the item by looking back in the text. The next type of reference found in the text is demonstrative reference. It includes: this, that, there, her, the, etc. The examples are as follows:

<sup>3</sup> When he arrived there, <sup>4</sup> he parked his car.

The word *there* in clause (3) signals distance from the speaker. This reference refers to *office* in clause (1). It also found that there is ellipsis in the text. For example:

<sup>9</sup> Then he studied statistic <sup>10</sup> and (he) wrote a report to his boss, Mr. Siregar.

The word *he* in clause (10) is omitted but the item is obvious from the context and therefore it is replaced by nothing. The last grammatical cohesion in the text is conjunction. There are two types of conjunction in the text, additive, and temporal. Additive relation gives additional information in the clause related. The items include: and, or, also, besides, furthermore, etc. The example is as follows:

<sup>16</sup> She also opened his mail <sup>17</sup> and read the mail carefully.

Another type of conjunction is temporal. The form of this type is expressed by: then, next, after that, etc. It is found an item *then* in the text. For example:

<sup>8</sup> Mr. Marton talked to her for a while. <sup>9</sup> Then he studied the statistic.

The word *then* in clause (9) relates two sequences of events in those clauses.<sup>15</sup>

Considering the phenomena above, it was interesting to do a research related to the grammatical cohesion in students' narrative text, therefore, the researcher conducted the research entitled "Grammatical Cohesion in Students' Narrative Text at the third Semester of English Education Study Program of STKIP PGRI Bandar Lampung in the Academic Year of 2019/2020".

### **B. Limitation of the Problem**

The research focused on the students' grammatical cohesion device of writing in narrative text. Through this study, it was expected that the students could gain a deeper understanding about the grammatical cohesion device.

### **C. Formulation of the problem**

Based on the background of research above, the formulation of the problem in this research was:

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<sup>15</sup> Novi yanti, *The Students' result of writing text at The fourth Semester Students of The State University of Islamic Studies*

1. What are the types of grammatical cohesion in students' writing in Narrative text?
2. What are grammatical cohesion devices from in students' narrative text?

## **D. Objectives and Uses of the Research**

### **1. The Objectives of the Research**

Based on the research problem, the objective of this research was to describe grammatical cohesion in students' narrative text.

### **2. Uses of the Research**

This study had some usage either theoretically or practically

#### **a. Theoretically**

The result of this research can give contributions for the previous theories and also can be used to verify them.

#### **b. Practically**

The result of this research can become a feedback for the English teacher at the University in which this research is done about grammatical cohesion in students' narrative text. Moreover, they can be reflection for the students at the University about their grammatical cohesion mastering and phenomena that come arise in their simple and compound sentences usage.

## **E. Scope of the Research**

The scopes of the research were:

### **1. Subject of The Research**

The subject of this research was the students at the third semester students of English education study program of STKIP PGRI Bandar Lampung in the Academic year of 2019/2020.

### **2. Object of the Research**

The object this research was grammatical cohesion in students' narrative text.

### **3. Place of the Research**

The research was conducted in STKIP PGRI Bandar Lampung which was located at jl. Khairil Anwar No. 70, Durian Payung, Tanjung Karang Pusat, Bandar Lampung.

### **4. Time of the Research**

The research was conducted in the third semester students of English education study program in the Academic year of 2019/2020.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept of Discourse

According Meriel Bloor and Thomas Bloor, discourse is sometimes used in contrast with text, where text refers to actual written or spoken data, and discourse refers to the whole act of communication involving production and comprehension, not necessarily entirely verbal<sup>16</sup>. In addition Paul Baker and Sibonile Ellece discourse can be used to refer to particular contexts of language use, and in this sense it becomes similar to concepts like genre or text type<sup>17</sup>. And according Frances Henry and Carol Tator that discourse is the way in which language is used socially to convey broad historical meanings. It is language identified by social conditions of its use, by whom using it and under what conditions.<sup>18</sup>

Based on the theory above that discourse is used in contrast with text which refers to actual written or spoken data, communication involving production and comprehension and it can refers to particular contexts of language use to become

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<sup>16</sup> Meriel Bloor and Thomas Bloor, *The Practice of Critical Discourse Analysis: An Introduction*, Routledge, 2013, pg: 1

<sup>17</sup> Paul Baker and Sibonile Ellece, *Key Terms in Discourse Analysis*, Continuum, 2011, Pg, : 11

<sup>18</sup> Frances Henry and Carol Tator, *Discourses of Domination*, University of Toronto Press, 2002. Pg : 4

similar to concepts like genre or text type to identify by social conditions of its use by whom using it and under what conditions.

## **B. Concept of Discourse Analysis**

According Gillian Brown and George Yule, The discourse analysis is committed to an investigation of what that language is used. It is used to describe activities at the intersection of disciplines as diverse as sociolinguistics, psycholinguistics, philosophical, linguistic and computational linguistic<sup>19</sup>. In addition George Yule states the investigation of language user so that the speaker can understand to mean what they say.<sup>20</sup>

Based on theory above discourse analysis a term that has come to have different interpretations for scholars working in different disciplines in sociolinguistics, psycholinguistics and computational linguistic. And it offer a lucid and wide ranging account of forming of languages are used in communication and language produced by man, whether spoken or written, is used to communicate for a purpose in a context

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<sup>19</sup> Gillian Brown and George Yule, *Discourse Analysis*, University Cambridge press, New York, 1988, pg: 1

<sup>20</sup> George Yule, *The Study of Language an Introduction*, university Cambridge press, new York, 1993, pg: 104

### C. Concept of cohesion

The term cohesion is familiar in the study of language. It is part of the system of a language. The simplest definition of cohesion proposed by Halliday and Hasan is that it refers to relation of meaning that exists within the text and that define it as a text. Halliday and Hasan state Cohesion occurs where the interpretation of some elements in the discourse is depending on that of another. That one presupposes the other, in the sense that it cannot be effectively decoded except by resource to it. When this happens a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text.<sup>21</sup>

In examples, “*Wash and core six cooking apples*”. *Put them into a fireproof dish*” it is clear that the word *them* in the second sentence refers back to the *six cooking apples* in the first sentence. The word *them* gives cohesion to the two sentences, so that we interpret them as a whole. Halliday and Hasan give details of the example that the word *them* presupposes for its interpretation something other than itself.<sup>22</sup> This requirement is met by the *six cooking apples* in the preceding sentence. The presupposition and the fact that is resolved, provide cohesion between the two sentences, and in so doing create text.

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<sup>21</sup> Halliday, M.A.K. and Hasan, R. *Cohesion in English*. London: Longman, 1976. page: 4

<sup>22</sup> Halliday and Hasan, *Loc cit*, p. 4

Halliday and Hasan, moreover, put forward that the function of cohesion is to relate one part of a text to another part of the same text. In other words cohesion functions as a tie to link one sentence to another. Baker supports that cohesion is “the network of lexical, grammatical, and other relation which provide links between various parts of a text.”<sup>23</sup> This relationship functions to convey meaning from the speakers’ mind, idea or thought, in order to make a sentence convey meaning and to get readers easier to understand the whole meaning. In this case, it is clear that cohesive relation plays a major function related to the reader’s comprehension in reading a text.

The actualization of cohesion in any given instance, Halliday and Hasan examine, does not depend merely on the selection of some option from within those resources, but also on the selection of some other element which resolves the presupposition that this sets up. For example when there is a word *apples* we cannot see that it has cohesive power by itself, a cohesive relation is set up only if the same word or a word related to it *such as fruit* has arise previously. Halliday and Hasan point out the cohesion lies in the relation that is set up between the sentences. One thing that must exist in a good writing is cohesion. Cohesion devices are useful English language conjunction, transitional phrases, synonyms and pronouns that express ideas in a cohesive manner. In cohesion there is a distinction between grammatical cohesion

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<sup>23</sup> Baker, M. In *Other Words: A Course Book on Translation*. London: Routledge, 1992. p: 180

consists of reference, substitution, ellipsis and conjunction and lexical cohesion which are repetition and collocation.<sup>24</sup>

## **1. Grammatical Cohesion**

According to Halliday and Hasan, in grammatical cohesion, there are four items are attached which are reference, substitution, ellipsis, and conjunction. Each of the stands as grammatical cohesion that has its own character.

### **a. Reference**

According Baker The term reference is traditionally used in semantics for the relationships, which holds between a word and what it points to in the real world.<sup>25</sup> According to Halliday and Hassan reference is the relation between an element of the text and something else by reference to which it is interpreted in the given instance. Reference is a potentially cohesive relation because the thing that serves as the source of the interpretation may itself be an element of text.<sup>26</sup>

Halliday and Hasan classify reference into exophora and endophora. It can be seen in scheme 1

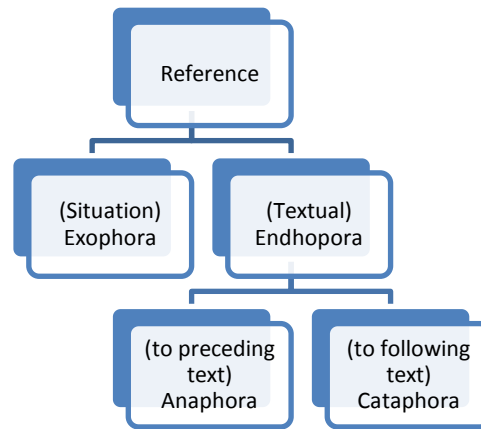
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<sup>24</sup> Halliday and Hasan, *Op Cit*, p.5

<sup>25</sup> Baker, *Op Cit*, p 181

<sup>26</sup> *Ibid*, p. 308-309

Scheme 1 Reference.



From the figure above, as a general rule, reference items may be exophoric or endophoric: and if it is endophoric, it may be anaphoric or cathaphoric. Exophora, according to them is one, which does not name anything; it signals that reference must be made to the context of situation. Endophora is textual reference, that is, “referring to anything as identified in the surrounding text”. Endophora reference is further classified into anaphora (reference to preceding text) and cataphora (reference to following text).<sup>27</sup>

Baker adds reference is limited to the relationship of identity which holds between two linguistic expressions.<sup>28</sup> For example, in “*Mrs. Thatcher has resign. She announced her decision this morning*”, the pronoun *she* points to *Mrs. Thatcher* within the textual world itself. According Halliday and Hasan The resulting cohesion lies in the continuity of reference, whereby the same thing

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<sup>27</sup> *Ibid.* p. 33

<sup>28</sup> Baker, *Op Cit*, p. 181



enters into the discourse a second time.<sup>29</sup> Reference, in the textual sense occurs when the reader has to retrieve the identity of what is being talked about by referring to another expression in the previous context.

According Baker every language has certain item which has the property of reference in the textual sense”.<sup>30</sup> She identifies the potential function of these reference items are to direct the readers to look elsewhere for their interpretation. The most common items in English and a large number of other languages are pronouns. Apart from personal reference, English also uses items such as *the*, *this*, and those to establish similar links between expressions in the text. In “*Mrs. Thatcher has resigned. This delighted her opponents*”, the reader has to go back to the previous stretch of discourse to establish what *This* refers to. So, reference is a device which allows reader/hearer to trace participant, entities, events, etc. in a text.

There are three type of reference: personal, demonstrative, and comparative reference.<sup>31</sup>

#### 1) Personal reference

Personal reference is reference by means of function the speech situation through the category of person. The category of person includes three classes of personal

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<sup>29</sup> Halliday and Hasan, *Lock Cit*, p. 31

<sup>30</sup> Baker, *Lock Cit*, p. 181

<sup>31</sup> Halliday and Hasan, *Lock Cit*, p. 37

pronouns, possessive determiner (possessive adjective and possessive pronouns. It can be seen in the table below:

**Table 1 Personal reference**

Person	Personal pronoun	Possessive adjective	Possessive pronoun
Speaker	I, me	My	Mine
Addressee (s), with/ without other person (s)	You	Your	Yours
Speaker and other person (s)	We, us	Our	Ours
Other person: male	He, him	His	His
Other person: female	She, her	Her	Hers
Other person: objects	They, them	Their	Theirs
Objects: passage of text	It	Its	Its
Generalized person	One	One	One's

This reference has the system known as person where it is used in the special sense of role: first person, second person, and third person where three of them can be singular or plural.<sup>32</sup>

This sentence below is one of example of personal pronoun “Mrs. Mary was absent yesterday. She was attended a meeting in Jakarta” pronoun she refers to

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<sup>32</sup> Halliday and Hasan, *Op Cit*, p. 44

Mrs. Mary in the preceding sentence. The word she is called personal reference, as she follows it linguistic reference of Mrs. Mary.

## 2) Demonstrative reference

Demonstrative reference is identification of the distance as the scale of where the referred item located. Demonstrative reference divided into neutral and selective demonstrative. The neutral is indicated by *the*; and the selective demonstrative divided into participant and circumstance.

**Table 2 Demonstrative Reference**

Semantic category	Selective				Non-selective
Grammatical function	Modifier/ head		Adjunct		Modifier
Class	Determiner		Adverb		Determiner
Proximity	Singular	Plural	Time	Place	
Near	This	These	Now	Here	
Far	That	Those	Then	There	
Neutral					The

The circumstantial (adverbial) demonstrative *here, there, now, then*, refer to the location of process in space or time, and they normally do so directly, not via location of some person or object that is participating in the process: hence they typically function as adjunct in the clause, not as elements within the nominal group. They have a secondary function as qualifier, as in *that man there*. The remaining (nominal) demonstrative *this, these, that, those* and *the*, refer to location of something, typically some entity person or object that is participating

in the process; they therefore occur as elements within the nominal group.<sup>33</sup> For instance, see this sentence below:

Pick these up!

How would you like a cruise in that yacht?

Leave that there and come here!<sup>34</sup>

Last year we went to Devon for holiday. The holiday we had there was the best we've ever had.<sup>35</sup>

In second example, *the* is both anaphoric, pointing forward to we had there, and also anaphoric, referring the second occurrence of holiday back to that in the preceding sentence.

### 3) Comparative reference

Comparative reference is cohesion in the form of reference that shows comparison between one thing and another. Comparative reference is expressed adjectives and adverbs and serves to compare them within a text in terms of identify or similarity.<sup>36</sup>

Comparative reference is indirect reference divided into two parts; general comparison and particular comparison. General comparison expresses likeness

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<sup>33</sup> Halliday and hasan, *Op Cit*, p 57

<sup>34</sup> *Ibid.* P:58.

<sup>35</sup> *Ibid:* p 73.

<sup>36</sup> David Nunan, *Introduction English linguistic*, London: Penguin Group, 1993, p. 24

between things. The likeness may take the form of identity, where two things are like each other.<sup>37</sup> Those are going to be described on the table below.

**Table 3 Comparative Reference**

Comparison				
General (deictic)			Particular (non-deictic)	
Identity	Similarity	Difference	Numerative	Epithet
Some equal identical	Such similar	Other different else	More - fewer-less	Comparative adjective and adverb. E.g. better: so-as-more-less-equally
Identically	So similarly likewise	Different else	Additional: so-as-equally	Comparative adjective and adjective. E.g. equally good
		Differently otherwise	Quantifier: so, many	

E.g. It's the same cat as the one we saw yesterday.

It's a similar cat as the one we saw yesterday.

It's a different cat from the one we saw yesterday.<sup>38</sup>

The referent was *the one we saw yesterday*, and the comparative *same*, *similar*, and *different* was pointing forward to it

## **b. Substitution**

<sup>37</sup> Halliday and Hasan, *Op Cit*, p. 76

<sup>38</sup> *Ibid*: 78.

In her point of view, Mc Carthy outlines that substitution is similar to ellipsis, in that, in English it operates as nominal, verbal or clausal.<sup>39</sup> Baker states that items commonly used in substitution in English are: *do*, *one*, and *the same* as in the following examples from Halliday and Hassan<sup>40</sup>:

1) Do

You think John already knows?

I think everybody *does*. (*Does* replaces knows)

2) One

My axe is too blunt.

I must get a sharpen *one*. (*One* replaces axe)

3) The same

A: I'll have two poached eggs on the toasts, please.

B: I'll have *the same*. (*the same* replaces two poached eggs on toast)

It brings to an idea that in substitution, an item/s is replaced by another item /s. Substitution, furthermore, is a sort of counter which is used in place of the repetition of a particular item.<sup>41</sup> For example, in

1) My axe is too blunt. I must get the sharper one.

2) You think Joan already knows? – I think everybody does.

*one* and *does* are both substitutes: *one* substitutes for *axe*, and *does* for *knows*.

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<sup>39</sup> McCarthy, M. 1991. *Discourse Analysis for Language Teachers*. New York: Cambridge University Press page: 45.

<sup>40</sup> Halliday and Hassan *Op Cit*: 89; 105.

<sup>41</sup> *Ibid*: 89.



### c. Ellipsis

Ellipsis involves the omission of an item. In ellipsis, in other words, according to Baker, an item is replaced by nothing. She adds that ellipsis does not include every instance in which the hearer or reader has to supply missing information, but those where the grammatical structure itself points to an item or items that can fill the slot in question.<sup>42</sup>

Mc. Carthy also stands in the same flow together with the definition above by saying that ellipsis is the omission of elements normally required by the grammar which the speaker or writer assumes are obvious from the context and therefore need not be raised. Ellipsis is distinguished by structure having some missing elements.<sup>43</sup> Here are some examples of ellipsis:

Joan brought some carnations and Catherine some sweet peas.

(Elliptic item: *brought* in second clause)

Here are thirteen cards. Take any. Now give me any three.

(Elliptic items: card after any in second clause and cards after any three in third clause).

Have you been swimming? - Yes I have.

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<sup>42</sup> Baker, M. In *Other Words: A Course Book on Translation*. London: Routledge. 1992. p: 187.

<sup>43</sup> McCarthy, M. *Discourse Analysis for Language Teachers*. New York: Cambridge University Press. 1991. p: 43.

(Elliptic item: *been swimming* in the second clause)<sup>44</sup>

#### d. Conjunction

The third and final type of cohesive relation that is found in the grammar is that of conjunction. Halliday and Hassan point out that, conjunctive elements are not primarily devices for reaching out into the preceding (or following) text, but they express certain meanings presuppose the presence of other components in the discourse.<sup>45</sup> More than that Baker states, Conjunction involves the use of formal markers to relate sentences, clauses, and paragraphs to each other.<sup>46</sup>

Halliday and Hasan offers the specific relatives conjunctive relation are those of ‘and’, ‘yet’, ‘so’, and ‘then’ which used not just to turns, linking one speaker’s turn of the current speaker, or else marking a shift in topic or sub-topic (often with but).<sup>47</sup> Here is a further set of examples of each from:

- a. ‘And’: They gave me fish to eat. And I don’t like fish.
- b. ‘Yet’: They looked after him well. Yet she got no better.
- c. ‘So’: We’re having guests tonight. So don’t be late.
- d. ‘Then’: He stayed there for three years. Then he went on to New Zealand.

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<sup>44</sup> Halliday, M.A.K. and Hasan, R. *Cohesion in English*. London: Longman. 1976. P:143;158;167.

<sup>45</sup> *Ibid*, p: 226

<sup>46</sup> Baker, *Op Cit*, p: 190

<sup>47</sup> Halliday, M.A.K. and Hasan, R. *Cohesion in English*. London: Longman. 1976. p: 321.

Furthermore, Baker outlines a number of points to be borne in mind. First, the same conjunction may be used to signal different relations, depending on the context. Second, these relations can be expressed by a variety of means; the use of conjunction is not the only device for expressing a temporal or causal relation.<sup>48</sup> In English, a temporal relation may be expressed by means of adverb such as *follow* or *precede*, and causal relation is express by *cause* and *lead to*. Third, conjunctive relations do not just reflect relations between external phenomena, but may also be set up to reflect stages in the unfolding text. For example is the use of *first*, *second*, and *third* in this paragraph.

## 2. Lexical Cohesion

According Halliday and Hasan, Lexical cohesion is the cohesive effect achieved by the selection of vocabulary.<sup>49</sup> Lexical cohesion refers to the rule played by the selective of vocabulary in organizing relations within a text. Halliday and Hasan add that lexical cohesion is ‘phonic’ cohesion that is established through the structure of the lexis or vocabulary and hence as well as substitution at lexicon-

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<sup>48</sup> Baker, M. In *Other Words: A Course Book on Translation*. London: Routledge. 1992. p: 191

<sup>49</sup> Halliday, M.A.K. and Hasan, R. 1976. *Cohesion in English*. London: Longman. page: 274

grammatical level. They divide lexical cohesion into two main categories: reiteration and collocation.<sup>50</sup>

#### **a. Reiteration**

Reiteration is the repetition of lexical item, or based on Halliday and Hasan the occurrence of a synonym of some kind in the context of reference; that is, where the two occurrences have the same referent.<sup>51</sup> Typically, therefore, reference item, usually 'the' or demonstratives accompanies a reiterate lexical item. The complex one consisting of the plus reiterated lexical item is stated to be cohesive by reference since reiteration is cohesive in its own right, as shown by the fact, cohesion takes places even where there is no referential relation.

Baker suggests that a reiterated item may be a repetition of an earlier item, a synonym or near-synonym, a super ordinate, or a general word.<sup>52</sup> The following example is adapted from Halliday and Hasan:

There's a boy climbing a tree.

- 1) The boy's going to fall if he doesn't take care. (Repetition)
- 2) The lad's going to fall if he doesn't take care. (Synonym)
- 3) The child's going to fall if he doesn't take care. (Super ordinate)

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<sup>50</sup> Ibid, page: 318

<sup>51</sup> Lock cit, page 318

<sup>52</sup> Baker, M. 1992. In *Other Words: A Course Book on Translation*. London: Routledge page: 203

- 4) The idiot's going to fall if he doesn't take care. (General word)<sup>53</sup>

### **b. Collocation**

Halliday and Hasan in Baker, propose collocation as a sub-class of lexical cohesion covers any instance, which involves a pair of lexical items that are associated with each other in the language in some way. They put forward the following type of association as examples, but admit that there are other instances where the association between lexical items cannot readily be given a name but it nevertheless felt to exist.

## **D. Concept of Narrative Text**

According to Siahaan, narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.<sup>54</sup> In addition, Emilia says that narrative is a kind of genre that social function entertains and instructs via reflection on experience. It deals with problematic events which individuals have to resolve for better or worse.<sup>55</sup> It could be said that narrative is story or series of events organized by time order. This text has purpose to amuse or entertain and impose a moral lesson on the reader. There are several rhetorical

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<sup>53</sup> Halliday, M.A.K. and Hasan, R. 1976. *Cohesion in English*. London: Longman.  
page: 283

<sup>54</sup> Saggam Siahaan, *Generic Text Structure*, Graha Ilmu, Yogyakarta, 2007, p.1.

<sup>55</sup> Emi Emilia, *Pendekatan Genre dalam pengajaran Bahasa Inggris Petunjuk untuk Guru*, Risqi Press, Bandung, 2011, p. 27.

structures which are used in narration including orientation, evaluation, complication, resolution, and reorientation.<sup>56</sup>

According to Soneta Weliya in her journal that narrative text is a text which contains about story (fiction/non fiction/tales/folktales/fables/myths/epic) and its plot consists of climax of the story (complication) then followed by the resolution.<sup>57</sup>

### 1. Generic Structure of Narrative

A narrative text will consists of the following structure:

- a. Orientation: Introducing the participants and informing the time and the place
- b. Complication: Describing the rising crises which the participants have to do with
- c. Resolution: Showing the way of participant to solve the crises, better or worse

The purpose of narrative text is to entertain, create, stimulate emotions, motivate, guide, and teach.

### 2. Linguistic features of narrative text can be listed below<sup>58</sup>

- a. The use of nouns phrases, for example: *a beautiful princess, a huge temple*.
- b. The use of connectives, for example: *first, before, that, then, finally*.
- c. The use of adverbial phrases of time and place, for example: *in the garden, two days ago*

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<sup>56</sup> Joko Priyana, dkk. *Language Study Programme*, PT Intan Sejati Klaten, Jakarta, 2008, p. 24.

<sup>57</sup><http://www.unituebingen.de/engl/downloads/narrativetexts/Narrative%20Texts%20Lecture%201.pdf>(on March 1, 2015).

<sup>58</sup>Th. M. Sudarwati & Eudia Grace .*Look Ahead 1: An English Course for Senior High School Students Year X*. (Jakarta: Erlangga). p. 152

- d. The use of simple past tense, for example: *he walked away from village.*
- e. The use of action verbs, for example: *walk, sleep, wake up*
- f. It contains dialogues and uses a number of “saying verbs” (verbal processes), such as: *said, asked, and replied.*
- g. The use of thinking verbs, feeling verbs, verbs of sense. For example: *she felt hungry, she thought she was clever, she smelt something burning.*

From the statement above the researcher can conclude that narrative text is text which tells past experience such as fiction, fables, myths, tales, etc which has the complication and resolution in the story in order to entertain the reader.

#### **E. Grammatical cohesion in narrative text**

According to Belohlavek, formal concept analysis is a method of data analysis with growing popularity across various domains.<sup>59</sup> While according to Ryeman in Wishon and Burks states analysis is the study something by examining its part and their relationship.<sup>60</sup> It means that analysis is the study or method of data by examining its part and their relationship. In this research, the writer will analyze the grammatical cohesion in students' Narrative text.

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<sup>59</sup>Radim Bolehlavek, *Introduction to Formal Concept Analysis*, (Olomouc: Palak University 2008), p. 4.

<sup>60</sup>George E. Wishon and Julia M. Burks, *Lets Write English*, (New York: Litton Educational Publishing, 1980), p. 165.

According Halliday and Hasan states Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. That one presupposes the other, in the sense that it cannot be effectively decoded except by resource to it. When this happens a relation of cohesion is set up, and the two elements, the presupposing and the presupposed, are thereby at least potentially integrated into a text.<sup>61</sup> Baker supports that cohesion is the network of lexical, grammatical, and other relation which provide links between various parts of a text.<sup>62</sup>

According to Siahaan, narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.<sup>63</sup> It could be said that narrative is story or series of events organized by time order. This text has purpose to amuse or entertain and impose a moral lesson on the reader. There are several rhetorical structures which are used in narration including orientation, evaluation, complication, resolution, and reorientation.<sup>64</sup>

According to Soneta Weliya in her journal that narrative text is a text which contains about story (fiction/nonfiction/tales/folktales/fables/myths/epic) and its plot consists

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<sup>61</sup> Halliday, M.A.K. and Hasan, R. *Loc. Cit*, page: 4

<sup>62</sup> Baker, M. *Loc. Cit*, page: 180

<sup>63</sup> Saggam Siahaan, *Generic Text Structure*, Graha Ilmu, Yogyakarta, 2007, p.1.

<sup>64</sup> Joko Priyana, dkk. *Language Study Programe*, PT Intan Sejati Klaten, Jakarta, 2008, p. 24.



of climax of the story (complication) then followed by the resolution.<sup>65</sup> In linguistic uses nouns and adverbial phrases, connectives, simple past tense, action verbs, and it contains dialogues and uses a number of “saying verbs” (verbal processes), such as: *said, asked, and replied*. In this reading, it uses thinking verbs, feeling verbs, verbs of sense. For example: *she felt hungry, she thought she was clever, she smelt something burning*.<sup>66</sup>

Related to explanation above, it can be concluded that analysis grammatical cohesion in students’ narrative text is focused on using grammatical cohesion in reference, substitution, ellipsis and conjunction. The students should be able to understand and determine grammatical cohesion correctly in narrative text which contains nouns phrases, connectives, adverbial phrases of time and place, simple past tense, action verbs, dialogues and uses a number of “saying verbs” and thinking verb, feeling verb and verbs of sense.

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<sup>65</sup><http://www.unituebingen.de/engl/downloads/narrativetexts/Narrative%20Texts%20Lecture%201.pdf>(on March 1, 2015).

<sup>66</sup>Th. M. Sudarwati & Eudia Grace .*Look Ahead 1: An English Course for Senior High School Students Year X*. (Jakarta: Erlangga). p. 152

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